DOCUMENT RESUME

ED 285 580 IR 052 052

TITLE	The Role of the Teacher Librarian in Western Australian Government Schools. A Discussion Paper.
INSTITUTION	Western Australia Education Dept., Perth.
PUB DATE	Jun 86
NOTE	14p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Administrator Responsibility; Educational Cooperation; *Educational Responsibility; Foreign Countries; Interschool Communication; *Learning Resources Centers; Library Administration; Library Role; *Principals; *School Libraries; Secondary Education; Teacher Role
IDENTIFIERS	*Australia (Western Australia); *Teacher Librarians

ABSTRACT

Relevant to all principals and teachers, specifically those teachers who are responsible for library resource collections, this statement is designed to outline the role of teacher librarians in government secondary schools in Western Australia and to show how their original role of resource provision and management can be extended to meet the changing patterns of teaching and learning. Terminology used in the paper is defined, and the rationale behind this definition of the role of the teacher librarian in the educational process is explained. Discussions of the process by which the teacher librarian, a staff member who functions in a teaching role with a library-related specialization, becomes a full partner in the students' experience of learning include (1) the educational and administrative components of the role of the teacher librarian; (2) the understanding and support that principals can provide to ensure the successful integration of the library resource center (LRC) program; and (3) the support that teachers can provide to meet the individual learning needs and information requirements of students. Sixteen references are provided. (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED285580

THE ROLE OF THE TEACHER LIBRARIAN IN WESTERN AUSTRALIAN GOVERNMENT SCHOOLS.

IR053052

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. Styles

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LIBRARY SERVICES BRANCH

EDUCATION DEPARTMENT WESTERN AUSTRALIA

THE ROLE OF THE TEACHER LIBRARIAN

IN

WESTERN AUSTRALIAN GOVERNMENT SCHOOLS.

A DISCUSSION PAPER.

Library Services Branch
Education Department of WA
June, 1986

CONTENTS

ACKNOWLEDGEMENTS	3
INTRODUCTION	4
TERMINOLOGY	4
RATIONALE	5
A PARTNERSHIP :	
THE ROLE OF THE TEACHER LIBRARIAN	6
WHAT SUPPORT CAN PRINCIPALS PROVIDE?	10
WHAT SUPPORT CAN TEACHERS PROVIDE?	11
REFERENCES	12/13

ACKNOWLEDGEMENTS

Special appreciation is extended to the many superintendents, principals, teacher librarians, teachers and advisory teachers who provided critical comments and suggestions for the preparation of this document.

INTRODUCTION

This statement is designed to outline the role of the teacher librarian in government secondary schools in Western Australia. It is relevant to all principals and teachers, and specifically those teachers who are responsible for the library resource collection in these schools.

TERMINOLOGY

'Library Resource Centre' - centrally organized collection of resources. Referred to as the L.R.C. in this statement.

'Resources' - refers to both human and material sources of information.

'Teacher Librarian' - A staff member who functions in a teaching role with a library related specialization.

"The Library Resource Centre .. reflects and supports the philosophy of the school; it shares and implements the school's aims and objectives. It functions not as a separate entity, isolated from the total school programme and its activities, but is totally involved in the teaching and learning process."

Australian Primary Principals Association, 1983.

RATIONALE

Since the nature of schooling has undergone significant changes in the past few years, and developments related to these changes are being further pursued, it is appropriate to define more clearly the role of the teacher librarian in the educational process.

Teacher librarians have established themselves as significant members of the educational team serving the students of the school. What the document sets out to show is how the original role of resource provision and management can be extended to meet the changing patterns of teaching and learning. The exploitation of resources in learning is a strong component of the inquiry process, a process with less emphasis on what students learn, but rather on offering a structure for learning. It is in the development of this process that the teacher librarian becomes a full partner in the students' experience of learning.

A PARTNERSHIP : THE ROLE OF THE TEACHER LIBRARIAN

The role of the teacher librarian can be divided into educational and administrative components.

The administrative component exists only to support the educational component.

The Educational Component

Following consideration of the school's needs and priorities, the teacher librarian should:

- participate in the determination and implementation of the educational needs, goals, policies and programmes in the school;
- be knowledgeable of the school curricula;
- read widely in the field of children's literature;
- consider developments in information technology and the educational implications for the L.R.C.;
- review syllabus documents as they impinge on the L.R.C.;
- initiate, develop and implement a L.R.C. programme with teachers in response to the programmes determined above. Such programmes should lead students to:
  - an interest in and appreciation of children's literature,
  - an understanding of the process of inquiry,
  - learn, practise and refine information skills for their individual development and as part of their studies in subject areas,
  - an awareness of the value of libraries throughout their lives.

A PARTNERSHIP : THE ROLE OF THE TEACHER LIBRARIAN

- exploit the opportunities provided in the L.R.C. to:
  - recognize individual learning styles,
  - enhance self-esteem,
  - provide a caring environment,
  - work on a one to one basis in response to individual needs.
- promote the L.R.C. as a place which is welcoming and educationally stimulating for students and staff;
- provide access to information in the school and wider community;
- encourage and accept evaluation of the L.R.C. programme by the total school community. (Principal, staff, students and community members).

Most effective use is made of the Library Resource Centre when the teacher librarian with the principal, teachers and students co-operatively determines the resources and services to be provided.

The Administrative Component

Following consideration of the school's needs and priorities, the teacher librarian should:

- ensure the maximum access to the L.R.C., its resources and equipment, and promote and maintain them;
- evaluate the collection with particular reference to deficiencies, imbalances and obsolete resources;
- apply appropriate selection criteria to the acquisition of new resources;
- encourage the assistance of staff and students in the selection and evaluation processes;
- organize the gathering of statistical data, where relevant, to assist in planning future programmes;
- ensure that documentation of policies, programmes and procedures exists and is maintained (Annual Reports and Information Bulletin);
- prepare the annual budget in consultation with the principal and maintain the accounting records of the L.R.C. (including 'Annual Acquisition' and School Funds);
- share duties between professional staff where appropriate;
- allocate duties to non-professional library staff;
- make effective use of the central services provided by Library Services Branch.

A PARTNERSHIP : WHAT SUPPORT CAN PRINCIPALS PROVIDE ?

Successful integration of the L.R.C. programme occurs when the principal understands and supports the role of the teacher librarian.

The principal may:

- create a school environment in which the function of the L.R.C. can be discussed and implemented;
- encourage co-operative planning, programming and teaching by the teacher librarian and class/subject teachers;
- encourage teacher librarian participation on school committees;
- ensure that the L.R.C. is flexibly timetabled for maximum access to its resources;
- ensure that allocated professional and non-professional staff are available to effectively implement the L.R.C. programme;
- ensure that adequate funds are allocated for resources and equipment;
- participate in evaluation of the effectiveness of the L.R.C. programme.

A PARTNERSHIP : WHAT SUPPORT CAN TEACHERS PROVIDE ?

In order to meet the individual learning needs and information requirements of students, the teacher may:

- initiate planning sessions with the teacher librarian before undertaking a unit of study involving the use of the L.R.C.'s resources;
- co-operatively programme with the teacher librarian in order to ensure effective development of student information skills and understandings;
- foster independent learning skills;
- promote literature appreciation and reading for enjoyment;
- make use of a variety of learning resources;
- create opportunities for the use of the L.R.C. by individuals, small groups or whole class groups;
- participate in the selection and evaluation of resources;
- participate in evaluation of the effectiveness of the L.R.C. programme.

All teachers can ensure that the L.R.C. is an active and integral part of the school programme.

REFERENCES

Beswick, N (1977), Resource-Based Learning, Heinemann Educational, Lond.

Cahill, J (1983), 'A co-operative well organized cog!', Journal of S.L.A.Q., 15, 1, 17-19.

Craver, K (1984), 'The Future of School Library Media Centers', School Library Media Quarterly, 12, 4, 266-284.

Committee of Inquiry into Education in Western Australia (1984), Education in Western Australia, Report, Beazley K. (Chairman) E.D.W.A. Perth.

Davies, R A (1979), The School Library Media Program, 3rd ed. Bowker, N.Y.

Haycock, Carol-Ann (1984), 'Developing the School Resource Centre Program - A Systematic Approach', Emergency Librarian, 12, 1, 9-16.

Haycock, K (1981), 'Issues in School Librarianship in Britain - a Canadian perspective', The School Librarian, 29, 2, 115-118.

Haycock, K (1981), 'The role of the School Librarian as a professional teacher: a position paper', Society for Mass Media and Resource Technology, 11, 4, 2-10.

Libraries in N.S.W. Government Schools (1985) N.S.W., Department of Education. Working group appointed to develop a policy statement for school libraries. A discussion Paper, Libraries in N.S.W. Government Schools. Sydney.

Library Association of Australia - Australian School Libraries Assoc. Working Party (1977) Duty Statement, Teacher Librarian (Draft).

L.R.C. Staffing for Australian Primary Schools (1983). S.A. A.P.P.A. Action Committee on School Libraries. Position Paper - Library Resource Centre Staffing for Aust Primary Schools. Chairman : B Pocock.

REFERENCES cont.

Partners in Education (1983) The Library Resource Centre in the Curriculum. Ottawa Board of Education, Ottowa, 2-12.

Lundin, R (1983), 'The Teacher Librarian and Information skills - an across the curriculum approach', Emergency Librarian 11, 1, 8-12.

McGrath, L (1971), 'The Role of the School Librarian,' Education Library Service Bulletin, 9, 3, 26-28.

Marland, M (Ed) (1981), Information skills in the Secondary Curriculum', the recommendations of a working group sponsored by the British Library and the Schools Council. Methuen Educational, Lond.

Role of a teacher librarian (1975). WA Library Branch : State School Teachers Union of WA. Sub committee investigated the role of the teacher librarian in charge of a resource centre. Perth.